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Operational procedures designed to increase the effectiveness of an ESEA/Title I Columbus, Ohio, public schools reading improvement project are presented. The project's three-pronged approach includes direct service to children, staff development, and program development. The rationale and objectives of the project are outlined. The multiple roles of the reading teacher are discussed and are noted to include working directly with children and with other teachers. Methods for screening, selecting, and diagnosing students with reading difficulties are discussed. A comprehensive list of factors relating to reading difficulty is presented, and suggestions for remediation are included. Each of the four stages of development of the inservice teacher education program is briefly discussed. An evaluation of the reading improvement project is presented, and a summary of factors affecting the progress of the project is outlined. References are included. (RT)

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OPERATIONAL GUIDELINES

READING IMPROVEMENT PROJECT

RE 001 812

Columbus Public Schools

Columbus, Ohio

INTRODUCTION

To assume that one can write a reading improvement program which, if followed as a recipe, will result in consistent gains if administered by any teacher, for all children, with any reading problem, under any circumstances, is indeed a fallacious assumption. A program is made by people--teachers, students, and administrators.

This guide is intended to serve as just that--a guide. It contains operational procedures which are designed to increase the effectiveness of the Reading Improvement Project by providing a framework within which people may develop a program geared to the needs of the individual pupils, teachers, and schools involved.

A rigid program may be more permanently enshrined on paper, but an effectively functioning program must be flexible enough to allow creative professional people to make realistic adaptations to local conditions.

RATIONALE AND OBJECTIVES

The Reading Improvement Project is one of eight projects funded under Title I of the Elementary and Secondary Education Act, and planned and conducted by the Columbus Public Schools. A three-pronged approach is adopted in the Reading Improvement Project:

1. Direct Service to Children.
2. Staff Development.
3. Program Development.

There were several needs motivating the establishment of the project. It is well known that language arts in general and reading skills in particular are of primary importance in education. Testing results revealed that many students in the inner-city schools were reading at a lower level than established norms. Also, many disadvantaged students who are average and even above average readers are capable of reading much better than they do. In addition, many disadvantaged students do not have a very strong desire to read, or they dislike reading.

Another reason, or need, for the project was that most academic teachers feel insecure in teaching reading and need an in-service program that will help them overcome this insecurity. A National Council of Teachers of English study in 1960 revealed that 50% of upper-elementary grade teachers and over 90% of secondary teachers do not feel qualified to teach reading. Class size, other teacher responsibilities, lack of time, training and materials, limit the classroom teacher in providing specialized reading instruction, and very few reading specialists are available.

Dozens of recommendations concerning the improvement of reading came from the 1963 Neighborhood Seminars, including providing special reading instruction for under-achievers, special reading teachers for disadvantaged schools, and broadening emphasis on reading at all grade levels.

The objectives of the project were an attempted answer to the problem--ways of meeting our needs. The objectives are as follows:

1. To provide concentrated reading instruction for disadvantaged pupils at the intermediate, junior-high, and senior-high levels who are not achieving at a level commensurate with their ability.

2. To develop a program of professional growth for the staff.

3. To develop and refine a specialized reading program so that those who will benefit most from reading instruction will receive it.

4. To help disadvantaged students develop a greater interest in reading and a desire to read more.

5. To establish reading laboratories in secondary schools that have large numbers of disadvantaged students.

6. To provide professional-growth instruction for all members of the professional staff so that they can reinforce general reading skills and teach those particular reading skills necessary for success in their own area of responsibility.

We are working under the assumption that reading is more than mechanics. Understanding, interest, motivation and desire are equally important. We are also working under the assumption that there is no one way to teach reading and a part of our job is to explore various ways to learn to find appropriate ways to teach the child as an individual. We feel that by the time children reach the fourth grade and have failed through

conventional means of teaching reading, we ought to look at some unconventional methods to try to get through to them. While our primary focus is reading, we must remember that thinking, listening, speaking and writing skills have preceeded reading skills and it will be our job to help develop, extend and refine those skills.

We are also working with the belief that reading is a developmental process which has begun long before we begin with them in the fourth grade. We intend to build upon the foundation of the primary grades and develop reading skills commensurate with the level of the student, which will continue through and beyond twelfth grade. We recognize that each age level offers opportunities for extending those skills which have come before and for developing readiness for those which follow. At the same time we must concern ourselves with helping the child develop to the fullest at his present age.

THE ROLE OF THE READING TEACHER

The role of the reading teacher in our public school setting is indeed a difficult one to define. In actual practice, there will be as many different interpretations of the role as there are people who are affected by it. The reading teacher perceives his role in one way, the building principal and the classroom teachers have their own perceptions, and the students have their ideas of what a reading teacher should do. In addition, the project supervisor and the administrators of the school system have still other perceptions.

It can readily be seen, therefore, that to write a job description for a reading teacher becomes no easy task. For indeed, if a reading program is to be successful, then it is essential that the reading teachers do function somewhat differently, but within a basic framework. If each reading teacher is operating in exactly the same manner, following only prescribed directives, then it would seem to be impossible to be serving each school as it needs to be served, since each school has different needs.

The parents, communities, teachers, principals and reading teachers are different, yet they do have many things in common, and one of these is that each wants what is best for the particular children involved, and what is best for one may not be for another. In addition, children are different and their needs are different. Not only is it impossible, therefore, for two reading teachers to operate in exactly the same manner, but one teacher must have several ways of teaching the many children

in his own building, and often he needs several ways for teaching the same child in order to meet his changing needs.

With these prefacing statements attempting to make it clearly understood that <u>there is no one way for a reading teacher to function</u>, the next step is to indicate some areas which a reading teacher might find within his province. These are suggested merely as that aforementioned basic framework, in order to provide some guidelines, especially for new reading teachers. Any person fulfilling this position would bring his own personality, training, experience, and perceptions into play in actually working as a reading teacher.

The primary function of the reading teacher is to work directly with children. This includes such duties as the following:

1. Assist in the regular testing program which is used as a basis for screening students.
2. Select for instruction those students who are reading at a level which is below their anticipated ability.
3. Conduct diagnoses for those students selected for instruction.
4. Group students, in groups of 1 to 10, and schedule them for daily instruction from Monday through Thursday.
5. Plan and conduct a program of instruction to meet the specific needs of each individual child selected for instruction. Provide a success experience for each child each day.
6. Motivate and establish good attitudes toward reading.

7. Help children assess their own strengths and weaknesses and set their own goals.
8. Help children evaluate and chart their own progress toward their goals.
9. To avoid having children labeled and stigmatized, provide instruction for "better" students also.
10. Help students in reading related to a specific unit of study and/or personal recreational reading.

The above guidelines are intended to provide some direction for the reading teacher as he helps children develop and extend those skills necessary for achieving at a level commensurate with his ability.

It must be borne in mind, however, that no reading teacher can work miracles, even though this seems sometimes expected of him. With some children, progress will come no better with special assistance than under normal conditions of instruction.

The second area in which the reading teacher functions is that of working with teachers. It is this aspect of the job of the reading teacher that is most difficult to define. A person who does not relate well to many kinds of people will achieve, at best, limited success as a reading teacher.

It may be that in one school the intra-staff relations are such that the teachers regularly give and share ideas and the reading teacher may be asked to come in to a classroom to demonstrate teaching a reading group, or reading in a content area.

Another school may feel that the reading teacher should stay in his room, teach children, and not attempt to work with

teachers at all. Experience tells him he can't expect to help someone who doesn't want to be helped. Of course, there is also a whole range of ways of working between these two examples.

If a reading teacher works with a few students, those students become better readers. But, if he works with teachers, new insights become part of their resources for many years of their teaching lives. Their present students and their future students may become better readers. For this reason we believe it is a definite part of the job of the reading teacher to help teachers help students.

Some teachers may request assistance in selecting supplementary reading materials for their classrooms. Others may ask the reading teacher to help them organize their classes into groups for reading instruction. In this case, the reading teacher and the classroom teacher might begin by reviewing the cumulative folders of the pupils and their standardized reading test scores. Together they can organize tentative reading groups on the basis of this information. The reading teacher may or may not be present in the classroom to observe these groups during the first few days of school. He and the teacher may then revise these groups as a result of their observations. Then the reading teacher has the opportunity to point out specific students with reading difficulties, suggest methods of providing for these difficulties within the group and individually, supply additional materials that may be used with these students, and teach demonstration lessons illustrating the application of these methods and materials.

Another teacher may ask the reading teacher for help in teaching reading skills in a content subject. The reading teacher may guide the content area teacher into these, and other ways, he can help children improve in reading:

1. Know the needs of the student.
2. Match the materials to these needs.
3. Adjust children's assignments to the needs and levels identified.
4. Give them "how-to-read-it" sessions at the beginning of the year.
5. Ask questions of students that elicit the use of a variety of comprehension skills.
6. Enrich children's backgrounds for reading through the use of other means of communication.
7. Pre-teach vocabulary.
8. Help children learn to establish compelling purposes for reading.
9. Aid them in learning to adjust speed to purpose.
10. Have all teachers utilize the idea of adjusting the reading requirements to the level of reading ability represented by the various class members.[1]

If the reading teacher has been effective in helping the first few teachers who asked for assistance, requests from other teachers will soon follow. It is probable that these requests will concern problems that are common to most teachers. As demands for his time increase, the reading teacher might discuss with the building principal possible plans for meeting with

groups of teachers to deal with common concerns. The principal should be an integral part of this planning, and his support and leadership should be enlisted.

Demonstration teaching has been mentioned as a technique which the reading teacher might use <u>if asked to do so</u>. It can be done for many different purposes:

1. to show teachers how to use new materials
2. to show how to do "special help" work...to a portion of a group, to an entire group, or to a group made up of youngsters from all groups who happen to need the same kind of help (Such "special help" groups are usually of short duration and are disbanded when the need is over.)
3. to show how to help "the slow but intelligent child" adjust to a regular class (This has particular reference to the child who has been receiving remedial help.)
4. to show how to reinforce reading skills while teaching other subjects.
5. to show what is meant by "flexible grouping"[2]

Some other ways in which the reading teacher might help classroom teachers are listed below:

1. Explain the role of the reading teacher and how he can be of service to classroom teachers.
2. Keep teachers informed of what he is doing with their students.
3. Help develop the attitude that reading is a process and must be continuously taught. Help teachers and administrators see the need to extend those skills taught

in previous years and to develop new skills necessary for reading increasingly complex materials.

4. Report and interpret test data to classroom teachers.
5. Help classroom teachers make use of diagnostic data in planning the classroom instructional program.
6. Help teachers develop diagnostic procedures for classroom use.
7. Help teachers identify reading skills to be taught in content subjects.
8. Help teachers locate or develop materials suitable to the needs and abilities of students needing special help in reading.
9. Help teachers locate or develop materials to teach reading in content subjects.
10. Conduct make-it-take-it workshop for classroom teachers.
11. Utilize bulletin board space or display case space to share new ideas, new materials to try, books to read and use, research reports, etc.
12. Have information on books and ideas on reading in order to direct teachers to sources of information.
13. Compile a file of sample lessons to share with teachers.
14. Stimulate interest in using many materials in correlated studies.
15. Enlist the help of the school librarian in the reading program.
16. Help teachers work with skills or interests groups, committees doing reference work, or other special reading groups.

17. Serve as a resource person for the evaluation and selection of reading materials for the school.
18. Conduct short-term informal in-service meetings. (Informal talks held in the teachers' room, lunch room, or hall are probably more effective, however. In the secondary school it may be wiser to meet over coffee with a few teachers the first period Monday, and seventh period Tuesday, for example, rather than trying to arrange a large meeting after school.)
19. Have individual conferences with teachers.
20. Consider the reading center a reading-resource center.
21. Participate in parent conferences and PTA programs.

The aforementioned are merely a few possibilities for working with teachers. The creative teacher, in a receptive climate, can think of dozens more ways to help teachers help students improve their reading ability and the use they make of their ability. The key to this aspect of the job is good human relations.

After the first five months of operation of our Reading Improvement Project, the reading teachers were asked to write their perceptions of the role of the reading teacher. Their ideas have been incorporated in this section. However, many of them also wrote sound advice, or "tips for working with teachers," which deserve printing as they wrote it. Perhaps these comments will help a beginning reading teacher.

> Start by helping those teachers who most feel the need for help.

I don't believe the teachers will be reluctant to accept help. They've already "swamped" me with requests.

Volunteer to offer help wherever it is needed and welcome.

The role of the reading teacher in the Columbus Public Schools should be to establish a program in his or her school that will fit the needs of the pupils.

Already this Fall I have had more requests for help and inquiries on a very informal basis from classroom teachers as compared to the time I was in the building from March to June of last year.

Requests for help grow more numerous as I, myself, am accepted. Teachers are eager to discuss methods and materials.

Do not conclude from what I say that I think reading teachers should try to be all things to all people. On the contrary, I think we should perhaps decide quite early just how much energy we as individuals can expend and how far we should go.

Have my time and materials organized to be of maximum benefit to all those served and make myself available to teachers as well as students.

A one to one basis with teachers is important.

I am learning from the teachers.

Already teachers are asking for help and I will certainly do anything I am able to show and share ideas we have thus far been given, along with anything that I have found to be successful in my teaching career.

Request aid and opinion of classroom teachers, too.

Act as a consultant and resource teacher in bringing the "right" resources to the "right" teachers, to help solve their unique questions and problems concerning reading.

Teachers should feel free to come to reading room for materials or to discuss individual problems.

Help the teachers when they ask for help.

I think each reading teacher is an individual, and each situation is different, so each problem is different, and we can only be of help to the classroom teacher when the situation arises or can be created.

In working with the different children, and in discussing particular problems with the classroom teacher, openings will arise for offering suggestions or volunteering help in a particular situation. In developing this area of understanding, certain teachers will be receptive to whatever we have to offer. From this beginning, we will be given ample opportunity to assist in whatever way we see fit, whether it is in developing materials or in actual assistance in the classroom.

It is a natural experience and we are all fellow teachers with one prime purpose--to serve our children. To "play it by ear" is the best way for me.

SCREENING, SELECTION AND DIAGNOSIS

GENERAL DIAGNOSIS

The heart of a successful program of remediation of reading difficulties is a thorough diagnosis of the unique reading needs and personal characteristics of each individual student in order to determine how best to help him achieve as well as his ability allows.

Harris, in his Readings On Reading Instruction, says that

> Diagnosis is derived from Greek roots which mean "to know through," or "to know thoroughly." When we are diagnosing a difficulty, what we want to do is to find out what is wrong, what caused it, and what can be done for it.[3]

In order to do this, the diagnostician must ask himself certain questions, the answers to which will help him formulate a program of corrective instruction.

1. Is the child a disabled reader?
2. Where can needed remedial work most effectively be given?
3. What inhibits his learning?
4. What is the nature of the training needed?
5. How can improvement be brought about most efficiently?

Definition of reading disability is a complex task because no two cases are alike, nor are they caused by the same set of circumstances. However, to describe those children who are to be served by the Reading Improvement Project, a working definition must be proposed.

A simplified description of a disabled reader is that he does not read as well as he should. He has intellectual capability but, for a number of reasons, he has failed to grow in reading and is therefore achieving below his potential.

Even this simple definition implies many types of students with reading difficulties, such as the student with an average I.Q. whose reading problem may be severe for his I.Q., but not in comparison with grade standards, or the student with an average I.Q. whose problem is severe in terms of his I.Q. and grade standards. Still another student may have an above average I.Q. and be achieving as well or better than his grade standards but below his own potential. Another would be a student with an above average I.Q. who is achieving below his capacity and below grade standards. A fifth type of student would be one who needs to develop advanced reading skills and still another kind of student with whom we might work would be a student who is able to read but doesn't.

Writers have indicated that somewhere between 5% and 50% of the school population would be considered retarded in reading, with a distinction made between a retarded reader and a slow reader who is also a slow learner achieving as well as he is able in relation to his intelligence. It is evident that a great number of students are in need of special reading help and it is the objective of the Reading Improvement Project to provide that help.

SCREENING, SELECTING AND SCHEDULING

Having identified the students with whom we will work as those who have the ability, but for some reason or reasons have failed to grow in reading and are therefore achieving below their potential, procedures whereby the students are chosen for instruction must be established.

Elementary

Between September 4, 1968, and September 25, 1968, all pupils in grade 4 will be given the Gates-MacGinitie Reading Test, B, and pupils in grade 5 and 6 will be given the Gates-MacGinitie Reading Test, C.

The reading teacher will grade the tests, and will determine the learning expectancy level of each pupil tested on the basis of the standardized test data received from the Gates-MacGinitie Reading Tests, and the most recent I.Q. score as indicated on the Testing Profile.

To determine the expectancy level of each child, the reading teacher uses the formula developed by Bond and Tinker.[5]

$(\frac{IQ}{100}$ multiplied by years in school + 1.0)

In using this formula, consideration must be given three factors. First, it must be understood that the term "years in school" does not mean the child's grade placement, rather, the actual number of years that he has attended school. Therefore, for a child who has a grade placement of 4.8 and who has not accelerated or repeated a grade, the appropriate entry would be 3.8 for "years in school." (For this formula, kindergarten does not count as a year in school.) Second, the teacher must have accurate data concerning the grades repeated or accelerated. Third, the examiner should understand that the addition of 1.0 years in the formula is to compensate for the manner in which grade norms are assigned to tests, 1.0 being the zero month of the first grade.[6]

The comparison of this best estimate of reading potential with the best estimate of reading achievement results in an arithmetical difference, or discrepancy. If a child's potential exceeds his achievement, he is not working up to his capacity. The greater the discrepancy, or the larger the difference, the more serious the degree of retardation.

Wilson[7] has put in concise chart form the degree of tolerable difference between potential and achievement for a child at the end of each grade. It can be seen that a student completing sixth grade with a discrepancy of six months would not be considered a retarded reader, while a child at the end of second grade with a discrepancy of six months would be considered retarded in reading.

	Degree of Tolerable Difference Between Potential and Achievement	
End of:		
1st grade	-.3)	
2nd grade	-.5)	..... .5 of a year
3rd grade	-.7)	
4th grade	-.8)	
5th grade	-1.0)	..... 1 year
6th grade	-1.2)	
7th grade	-1.3)	
8th grade	-1.5)	..... 1.5 years
9th grade	-1.7)	
10th grade	-1.8)	
11th grade	-2.0)	..... 2 years
12th grade	-2.2)	

A child is considered eligible for our program if he has one year discrepancy.

The reading teacher will use the form provided to rank the pupils

in order of increasing discrepancy between achievement and potential. (See Form A, pg. 19.)

In the example given on Form A, Ray Smith has an expectancy level of 4.0. That is, we would expect that he would be able to read at a fourth grade level considering the length of time he has been in school and his I.Q. He is presently reading at 3.8 as the discrepancy is .2 or 2 months. He would not be considered eligible for instruction as he has less than a one year discrepancy. In the last example, Steven Fleming's expectancy level of 4.6 and his achievement is 2.0. His discrepancy is 2 years, 6 months, and he is therefore eligible for the program. The reading teacher makes copies of this list so that he can discuss it with the building principal and the teacher involved.

READING IMPROVEMENT PROJECT
DISCREPANCY LIST

Please list all students who have been recommended for instruction in the Reading Improvement Project in order of increasing discrepancy.

Example:

Name	Learning Expectancy Level (LEL)	Reading Achievement (RA)	Discrepancy (LEL-RA)
Ray Smith	4.0	3.8	.2
Jerry Wilson	6.7	6.4	.3
Susan Carey	5.5	4.5	1.0
Ralph Hanks	3.5	2.0	1.5
Mary Jones	6.0	4.0	2.0
Steve Fleming	4.6	2.0	2.6

Note: While students with less than a one year discrepancy would not be considered retarded readers, they should nevertheless be listed on this form, so that this form, when completed, can serve as a basis for communication between the reading teacher, classroom teachers, and building principal.

Name	LEL	RA	Discrepancy

After the students are all listed in order of increasing discrepancy, the reading teacher will select for instruction in the first cycle, the 35 elementary students, or 35-50 secondary students, who have the greatest discrepancy between their achievement and potential. The remainder of the students comprise the waiting list.

The reading teacher then completes the screening information for each child on the Student Diagnostic Record. (See Form C, pg. 24).

The first cycle of instruction concludes near the end of December at which time the students who have been receiving instruction will be re-tested by the reading teacher to determine which ones could profit from additional instruction and which ones could be replaced. The reading teacher will also determine which students should be added to the program.

The next cycle of instruction begins immediately after Christmas vacation and continues through March, at which time the students receiving instruction will be re-tested and the reading teacher will again determine which students should be retained, which ones replaced and which students should be added.

The third cycle of instruction begins in April and continues through June. It is the responsibility of the Reading Improvement teacher to determine variations in the length of time a student will receive instruction.

At any time during the year, any teacher or counselor may recommend a student for diagnosis and possible inclusion in the Reading Improvement

Project. The student will be given diagnostic tests and the information will be recorded and given to the teacher.

Junior High School

Between September 4, 1968 and September 25, 1968, all pupils in grade 8 will be given the Gates-MacGinitie Reading Test, Survey D.

The reading teacher will grade the tests, and will determine the learning expectancy level of each pupil tested on the basis of the standardized test data received from the Gates-MacGinitie Reading Test, and most recent I.Q. score.

To determine the expectancy level of each child, the reading teacher uses the formula developed by Bond and Tinker. $\frac{IQ}{100}$ multiplied times years in school + 1.0) (See Elementary Section, pg. 16)

The comparison of this best estimate of reading potential with the best estimate of reading achievement results in an arithmetical difference or discrepancy. If a child's potential exceeds his achievement, he is not working up to his capacity. The greater the discrepancy, or the larger the difference, the more serious the degree of retardation. A child is considered eligible for our program if he has a one year discrepancy. (See Wilson, Elementary Section, pg. 17).

The reading improvement teacher will use the form provided to rank the pupils in order of increasing discrepancy. (See Form A, pg. 19)

The reading teacher will then select approximately 7 pupils per period for a semester of instruction. These pupils will be scheduled for reading by the reading teacher during one of their study hall periods,

4 periods per week. (Every Friday is reserved for in-service meetings and activities). The teaching load of the reading teacher may be increased to a maximum of 50 pupils daily.

When the pupils have been selected from the assigned study hall, the principal will then assign the pupil to the reading lab.

As pupil vacancies occur, the reading teacher will select replacements from the study hall and the principal will re-assign the pupil to the reading lab.

As the year proceeds, it may be evident that some 7th grade students are in need of even more specialized reading instruction than that which can be given in the large group program of the SET plan. The language teacher or counselor, using the form provided may recommend the inclusion of said students in the Reading Improvement Project, if scheduling permits. (See Form B, pg. 23).

At any time during the year, any teacher or counselor may recommend a student for diagnosis and possible inclusion in the Reading Improvement Project. The student will be given diagnostic tests and the information will be recorded and given to the teacher.

Senior High School

Procedures for selection and scheduling are exactly the same as those outlined for the junior high. The only difference for senior high is that all 10th grade students will be tested.

CLASSROOM TEACHER REFERRAL FORM
READING IMPROVEMENT PROJECT

_____, who has a recorded I.Q. of 80 or above, is performing in _____ class at a level which seems to be below his ability. I wish to recommend him for diagnosis and possible inclusion in the Reading Improvement Project.

_____ _____
(name of person making referral) (date)

- -

READING TEACHER RECOMMENDATION FORM
READING IMPROVEMENT PROJECT

On this date, _____, I have completed a preliminary diagnosis of _____ and recommend the following:
(student's name)

_____
(name of reading teacher)

SELECTION AND SCHEDULING

After the students are all listed in order of increasing discrepancy, the reading teacher will select for instruction in the first cycle, the 35 elementary students, or 35-50 secondary students, who have the greatest discrepancy between their achievement and potential. The remainder of the students comprise the waiting list.

The reading teacher then completes the screening information for each child on the Student Information Record. (See form E following this section).

The first cycle of instruction concludes near the end of December at which time the students who have been receiving instruction will be re-tested by the reading teacher to determine which ones could profit from additional instruction and which ones could be replaced. The reading teacher will also determine which students should be added to the program.

The next cycle of instruction begins immediately after Christmas vacation and continues through March, at which time the students receiving instruction will be re-tested and the reading teacher will again determine which students should be retained, which ones replaced and which students should be added.

The third cycle of instruction begins in April and continues through June. It is the responsibility of the Reading Improvement teacher to determine variations in the length of time a student will receive instruction.

DETERMINING THE NATURE AND EXTENT OF DIFFICULTY

Underlying the development of the Reading Improvement Project is the assumption that instruction in reading can be provided in three different places.

The regular classroom teacher provides developmental reading instruction for all students, and remedial instruction for the majority of those children who may be moderately disabled in reading. It is inevitable that some children will need more highly specialized and individualized remedial instruction than the regular classroom teacher can provide. The size of the class and the other responsibilities of the teacher limits the time available to provide intensive individual instruction in the classroom, and a lack of training and of materials further limit the classroom teacher to providing remedial instruction for those children with less complicated reading problems.

The second place in which reading instruction is given is the school reading center, which is staffed by a full-time reading teacher. Working with individuals and small groups of children, the reading teacher can provide thorough diagnosis and remediation in terms of the specific needs of the child. It is this place for reading instruction with which the Reading Improvement Project is concerned.

The most subtle and complex reading disability cases are offered instruction in the third place, a university or school-system reading clinic.

Types of Difficulty

In order to determine in which of the three places a

disabled reader can most effectively be treated, the nature of his disability must be determined.

Bond and Tinker list four classifications of reading difficulty:

1. Simple retardation cases.
2. Specific retardation cases.
3. Limiting disability cases.
4. Complex disability cases.[8]

Simple retardation cases are those disabled readers who lack general maturity in reading, but exhibit in their reading pattern no unusual characteristic. These cases may be effectively treated in the classroom by an adjustment of teaching methods and materials.

Cases of specific retardation can also be treated by remedial instruction provided by the classroom teacher. The reader with specific retardation has developed the general basic skills well enough to be able in some areas of reading, but he is retarded in specific ways that do not limit his general growth in reading.

Children whose reading growth is impeded by serious deficiencies in basic reading skills are classified as cases of limiting disability. These are the children who, because they failed to acquire some essential learning, or acquired an inadequate form of learning, or lack balance in their reading attack, need a well-planned remedial program provided by a reading teacher in a school reading center.

Complex disability cases are children who are severely retarded in reading and whose deficient reading patterns are

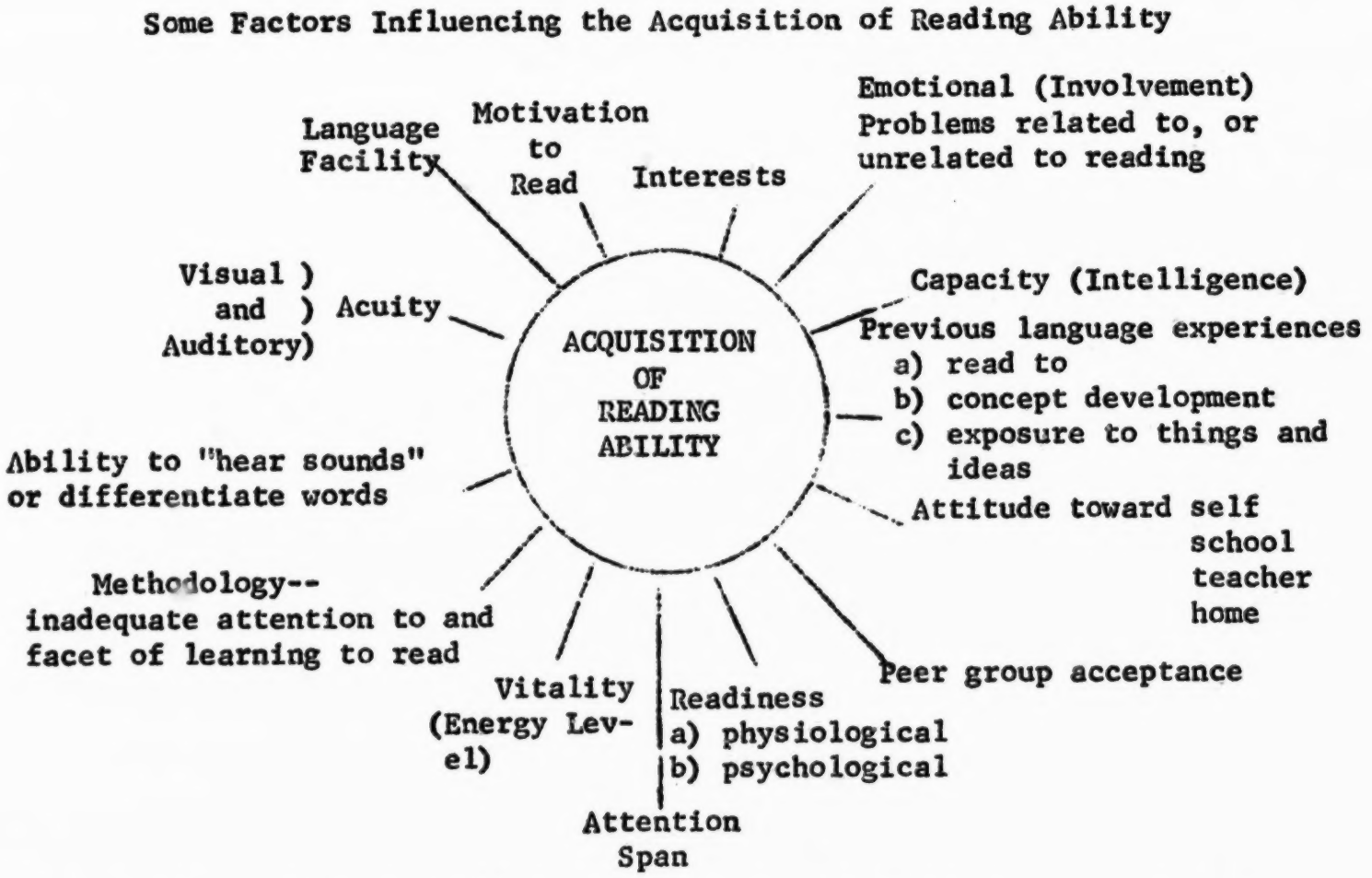
further complicated by unfortunate attitudes toward reading and undesirable adjustments to their failure to progress. These complicated cases are best treated in a reading clinic.

Causes of Reading Difficulty

After determining if the child really is a disabled reader, and if so, who can best help him, the reading teacher should attempt to determine if there are any environmental conditions that might interfere with progress in reading, or any limiting conditions within the child that must be considered.

Heilman has diagrammed several factors influencing the acquisition of reading ability.[9] A lack in any one of them could inhibit a child's learning.

Some Factors Influencing the Acquisition of Reading Ability



Smith and Dechant[10] have reproduced Betts' comprehensive list of factors relating to reading difficulty, which may be useful to reading teacher.

I. Maturation
   1. Defective cerebral development
   2. Delayed cerebral development
   3. Confusion of cerebral development
      a. Hand preference
      b. Eye preference
   4. Physiological and psychological readiness
      a. Maturation level
      b. Rate of maturation
   5. Interpupillary distance
   6. Background of information

II. Vision
   1. Acuity
   2. Refractive errors (such as farsightedness, near-sightedness, and astigmatism)
   3. Anomalies of binocular co-ordination
      a. Faulty fusion of small images
      b. Convergence or adductive insufficiency or excess
      c. Oculomotor and perception habits
      d. Size and shape of ocular images
   4. Lighting
   5. Imagery (after, eidetic and memory)
   6. Span

III. Audition
   1. Acuity
   2. Span
   3. Perception
   4. Blending or fusing sounds into words

IV. Kinesthesia
   1. Poor eye co-ordination
   2. Inappropriate eye-movement
   3. Speech defects
   4. Spatial orientation
   5. Vocalization and lip-movement

V. Language
   1. Meager vocabulary
   2. Foreign language
   3. Composition ability

VI. Emotional
   1. Dislike for reading
   2. Instability or lack of integration
   3. Poor attention
   4. Lack of motivation of work by the teacher
   5. Conflict with teacher
   6. Parental interference

VII. Sex Differences (boys outnumber girls)
   1. Inadequate instructional materials
      a. Lack of variety of materials for each stage of reading
      b. Sequence of reading materials not carefully graded
      c. Vocabulary burden and rate of introduction of new words

d. Sentence structure and punctuation
e. Typography unsuitable
f. Size of type
g. Space between lines
h. Leading

2. Faulty teaching techniques
a. First teaching inadequate
b. Too much drill on words out of context
c. (Failure to) Establish efficient habits of work
d. Overemphasis on speed
e. Overemphasis on word analysis
f. Lack of attention to readiness
g. Insufficient maintenance drill
h. Lack of stress on reading for meaning
i. No provision for remedial drill
j. (Failure to identify) specific difficulties before drilling on next step in the hierarchy
k. . . . interference factors
l. Inadequate care of individual differences
m. (Lack of) Multi-sensory approach
n. (Lack of) Interest and ability
o. Classification and promotion. . .
p. Pupil (unaware of) achievement increments

IX. Psychological
1. Adequacy of concepts
2. Mental age
3. Rate of association of ideas
4. Anticipation of meaning
5. Perception of relationship

X. External
1. Attendance
2. Frequent changing of schools
3. Administrative policies
a. Size of class
b. Entrance age for first grade
c. (Lack of) Provision of quantities of supplementary instructional materials
d. Inadequate standards for promotion
e. Professional training of teachers
f. Clinical service

Actually, a tremendous array of factors have been found which are related to reading development, and, while the reading teacher should obtain as much information as possible about a student, he should not spend an inordinate amount of time searching for <u>past</u> causes of difficulty because they will really not be very useful in formulating a remedial

program. The teacher should be concerned with current conditions which need to be adjusted.

ANALYTICAL DIAGNOSIS

Once the reading teacher has determined by general diagnosis which students are disabled readers, and has selected for instruction those who have the greatest achievement-potential discrepancy, he is then ready to use more analytical diagnostic procedures to locate the reading limitation. In an analytical diagnosis, the teacher systematically explores the child's specific strengths and weaknesses in reading in order to locate the nature of the disability, whether it be general retardation or retardation in a specific area such as: visual perception, auditory perception, sight vocabulary, word attack skills, comprehension skills, study skills, reading rate, or interests and motivation.

> Gaining an understanding of the student's reading proficiency and difficulties takes time, but it also saves time by enabling the teacher to focus his attention on the specific help the student needs, thus avoiding trial and error and unnecessary instruction and practice.[11]

> The heart of diagnosis is not testing. It is, rather, the intelligent interpretation of the facts by a person who has both the theoretical knowledge and the practical experience to know what questions to ask; to select procedures, including tests, which can supply the needed facts; to interpret the meaning of the findings correctly; and to comprehend the interrelationships of these facts and meanings. The natural outcome of a diagnostic study is a plan for treatment which involves two parts: a plan for correcting or minimizing those handicapping conditions which are still interfering with learning; and a plan for remedial instruction that is most likely to be successful in the light of what has been found. The task of the teacher is to find out as well as he can what difficulties are present in each case, and then to apply common sense and a knowledge of remedial procedures to the problem of overcoming the child's handicaps and teaching what he has not learned.[12]

In order to effectively perform this task, the teacher must discover what a student has not learned. In this process of discovery, there are six essential elements: I.Q. or capacity, oral reading, silent reading, sample lessons, teacher observation, and specialized tests.

Since a principle of diagnosis is that it must be efficient, going as far as and no farther than necessary, only information pertinent to correcting the disability should be supplied. This indicates that the reading teacher should measure common types of problems first.

Measures of I.Q. or capacity, and general silent reading level have already beer determined in the initial level of general diagnosis.

The next step, therefore the first in the reading teachers' analytical diagnosis, is oral reading. Oral reading helps determine the degree of mastery of sight vocabulary, the use of word attack skills, patterns of habitual errors, and specific teaching tasks to be performed. Two types of oral reading should be tested: (1) isolated words, and (2) connected material.

The student should be tested on isolated words to indicate sheer mastery of sight vocabulary, without having the benefit of context clues. For this test the reading teacher uses the Wide Range Achievement Test and the Dolch 220 sight word cards.

In addition, the teacher administers the Gray Oral Test to each of the selected students in order to test his oral reading of connected material. By comparing the success of the child on isolated words and connected material the reading teacher may

hypothesize as to the extent of help the student receives from context. In addition, by observing his fluency, phrasing and expression, the teacher may note whether the child is a word-by-word reader or a context reader.

The teacher should also compare the child's oral reading with his silent reading. Children whose oral reading is superior to their silent are usually comparatively good in word recognition. However, Harris says that "the oral reading of most retarded readers is at least as poor as their silent reading, and in a great many cases it is much worse."[13]

He feels that the majority of errors committed by these children are in word recognition and recommends that the reading teacher make a careful analysis of word recognition difficulties. These, too, can be readily observed as the child takes the Gray Oral test. In addition to noting the kinds of word recognition errors made, the teacher can also observe which of several methods (guessing from context, spelling, sounding out and blending, configuration, resemblance to a known word) a child uses in attempting to solve a word not immediately recognized. Some children, however, have apparently never learned any technique of word analysis thoroughly enough to use it successfully. They need remedial teaching of primary skills.

With some children, the Gray Oral test will provide us with sufficient information to begin teaching. With others, it will indicate a need for further diagnostic testing.

As a rule of thumb, the following chart should be helpful.

If a child scores on the Gray Oral Test . . .	The reading teacher should consider the following . . .
below 2.0	1. Administer an individual non-verbal I.Q. test such as: California Short-Form Test of Mental Maturity Chicago Non-Verbal Test Detroit Tests of Learning Aptitude 2. Read to the student from a selection of reading material at the 4.0 level, or above. If his listening comprehension is two or more years better than his reading, it is highly probable that he does have higher ability. 3. Administer any of the following specialized tests which seem appropriate: Frostig Developmental Test of Visual Perception Wepman Auditory Discrimination Test Mills Learning Methods Test 4. Use sample lessons to determine which way child learns best: (1) visual method (picture word cards) (2) word family method (man, can, fan, pan) (3) phonic method (4) visual motor method (look at word, visualize it, write it)

	(5) kinesthetic method (trace word until able to write it unaided)
	5. Begin teaching Dolch 220 sight words using method with which child learns best.
	6. Use Huelsman's Table of Reading Skills.
2.0 - 4.0	1. Test child on Dolch 220 words.
	2. Administer a diagnostic word analysis test such as: Gates-McKillop Reading Diagnostic Test Roswell-Chall Diagnostic Reading Test Durrell Analysis of Reading Difficulty
	3. Begin teaching sight vocabulary and/or word attack skills needed.
	4. Use Huelsman's Table of Reading Skills.
	5. Use specialized tests and/or sample lessons approach if further diagnosis is necessary.
4.0 - 6.0	1. Administer a diagnostic word analysis test such as: Gates-McKillop Reading Diagnostic Test Roswell-Chall Diagnostic Reading Test
	2. Administer a silent reading diagnostic comprehension test such as: Dvorak-Van Wagenen Diagnostic Examination

	Gates Reading Survey Durrell Analysis of Reading Difficulty Developmental Reading Test 3. Use Huelsman's Table of Reading Skills. 4. Begin teaching needed skills.
above 6.0	1. Administer a silent reading diagnostic comprehension test such as: Dvorak-Van Wagenen Diagnostic Examination Gates Reading Survey Gates Basic Reading Test Developmental Reading Test 2. Administer study skills test such as: Iowa Test of Basic Skills SRA checklist in How To Study 3. Use Heulsman's Table of Reading Skills. 4. Begin teaching needed skills.

It can be readily seen that the Gray Oral test is instrumental in aiding the reading teacher by providing a framework into which further diagnosis fits. However, "All the educational testing in the world would be of no practical value if it did not lead to a better understanding of pupils and their instructional needs."[14]

For the majority of the students with whom we work, the diagnostic procedures which have been described should provide enough information to help direct the reading teacher toward formulating a plan to bring about improvement in the student's reading ability.

However, in order to more effectively plan for some students, the teacher may need to obtain information such as the following:

physical factors affecting the child's reading
environmental factors affecting the child's reading
psychological factors affecting the child's reading
how the student perceives himself
reaction of the student to his reading disability
interests of the student
what he reads and why

As has been stated earlier, diagnosis is the core of a successful program of remediation. Diagnosis is not the responsibility of a test. Diagnosis is the job of the teacher when test results are available. Based upon his knowledge of test results, and what they indicate, plus his own observations, the teacher makes a tentative diagnosis, which is subject to continuous revision as new insights are gained.

While diagnosis is extremely important, "It is well to remember that good teaching can overcome a multitude of diagnostic omissions."[15] And it is at this point that the reading teacher asks himself the question, How can improvement be brought about most efficiently?

The answer to that question lies outside the scope of this section on guidelines for diagnosis of reading difficulties; however, many positive ideas and teaching techniques may be found elsewhere in the book Successful Approaches to Remediation of Reading Difficulties, a publication of the Reading Improvement Project of the Columbus Public Schools.

STAFF DEVELOPMENT

Since it is our belief that the essential ingredient in a successful program is an enthusiastic teacher who is voluntarily performing a given function, the first step in our series of professional growth activities was to meet with the teachers who had been recommended for the program, provide them with a brief overview of the project as it was envisioned, and allow them the opportunity to think, discuss, and then decide if they chose to become a reading teacher.

On the morning of January 31, 1966, the thirty-eight men and women who had chosen to pioneer in this new venture first met, and we began together to develop as a group and as individuals.

The development of our in-service program has progressed to its fourth major stage. Each stage will, of necessity, be described rather briefly because of space limitations.

Since the group of new reading teachers represented a diversity of backgrounds, the first stage of the in-service program was the development of a common foundation and of a broad understanding of our purposes. Some of the teachers had had only primary teaching experience, some only intermediate grades, and some only secondary, while others had experience at several levels. Over half of the teachers chose to come into the inner-city from an outer-city school, and many of them had not had experience working with disadvantaged students. Several teachers were remaining in the building in which they had been teaching, but most of them joined a new staff. Still other areas of great diversity were number of years of teaching experience and of levels of professional preparation.

Our project proposal lists as the first duty of the project supervisor: "To plan, coordinate, and participate in the training of the reading teachers." The first two months, and especially the first two weeks. of the program were designed to provide an overview of reading, disadvantaged children, and the Reading Improvement Project, with intensive work the first week.

It is our opinion that there is very little difference between remedial reading and good developmental reading if in the ideal sense both are supposed to "begin with the child where he is and take him as far as he can go." Dr. Charles Huelsman, Jr., of The Ohio State University, was invited to address the group on "Developmental Reading K-12 and Diagnosis of Missing Elements." The following day each teacher observed a developmental reading class in a primary, intermediate, seventh grade, and a tenth grade English class.

While it is necessary to look at the total reading picture, our program is not designed to give direct help to each student. It is designed to help those who are achieving below their potential. Several students in our program are good readers who are capable of achieving at even higher levels, but the majority are students who have reading difficulties.

To help the reading teachers understand the child with such difficulties, the Project Supervisor acted as "teacher," and "taught" the reading teachers as if they were a class just learning to read. For this we used Paul McKee's booklet A Primer For Parents, published by Houghton-Mifflin. This gave the teachers a first hand "feel" of the difficulties encountered in learning

to read, and they were then prepared to hear Dr. Anne McKillop, of Teachers College, Columbia University, talk on "Causal Factors in Reading Difficulty."

The next step was to explore methods and materials for working with students with reading difficulties. Dr. Huelsman conducted a workshop in which the teachers were divided into small groups to examine materials which had proven effective in his reading clinic work. Each teacher also attended the book exhibit at the Ohio Department of Elementary School Principals Conference. After these two sessions the teachers made recommendations of some materials which they felt should be purchased for the project.

Several consultants from major book companies were asked to demonstrate ways their materials could be used in our program.

In addition, resource people within our own school system were utilized to discuss such topics as: testing and interpreting test results, methods of teaching word analysis and comprehension skills, using the tape recorder in teaching reading, motor development and reading, and "wild ideas." It is our belief that by the time children reach the fourth grade, and up through the twelfth, if they have not learned to read through "conventional" methods we should also look for "unconventional" methods, and for this reason we investigated a variety of approaches.

In the first stage of our in-service program, the above-mentioned activities would be classified as contributing to the overview of reading. To provide an overview of the disadvantaged

child we used the movie "Children Without," a taped lecture with slides on the disadvantaged child and his family, by Rabbi Jerome Folkman, and a taped lecture by Dr. Hugh Missildine discussing "The Role of Self-Concept and Ego Development in the Disadvantaged Child." For the Missildine tape we provided a mimeographed outline of main headings to serve as a listening guide. The teachers completed the sub-headings as they listened. This method was designed as an experiment to see if previously recorded speeches could be utilized as a means of in-service training. After each of the two taped lectures the teachers gave written evaluations of the procedure. It was the consensus of the group that the tapes were effective but probably so because of the dynamic speakers. The teachers felt that this approach would not be effective with every speaker. In addition, they felt that the slides and the outline were most helpful in keeping their attention.

To begin the overview of the project itself the proposal, procedures to select children, scheduling, importance of building rapport with students, and anticipating possible problem situations in human relations were discussed. These initial topics and other concerns as they developed, were discussed both as a total group and in small groups of elementary, junior high, and senior high teachers.

In the second stage of our in-service development, the reading teachers assumed total responsibility for planning and executing five of our weekly meetings. On March 4, 1966, the procedures for this method were discussed. Each reading teacher

was assigned to one of five groups. Each group had a chairman and a recorder. Each group was also given a meeting date, beginning with March 30, for which it was to be responsible.

The next step was for each group to consider the topics already discussed and to determine what were the still un-met needs for their professional growth. After a group had determined what it felt was a need to be met, it had to determine the best way to meet the need. The groups were given two pages of possible resource people and a page of idea starters to use as stimuli, but they were given complete freedom in determining what the meeting topic would be and how it would be presented. The groups were also responsible for particular room arrangements, evaluation of the meeting, and determining ways to obtain evaluative "feedback" from the other reading teachers.

This method of planning in-service meetings seemed to be very effective in making the teachers a real part of the program development. In addition, the meetings themselves rated among the best. Included were the following topics: (1) a panel discussion on "Understanding the Disadvantaged Child," at the conclusion of which the panelists moved to a small group setting and each teacher spent a short period of time in each of the small groups having the opportunity to discuss more detailed questions with the speakers, (2) a lecture and discussion on "Challenging the Able Reader" (3) a make-it-take-it workshop (4) a lecture on the use of audio-visual aids followed by the teachers being free to move at will to each of five areas in which audio-visual aids were being demonstrated, (5) a demonstration lesson using ITA.

At the last meeting before the summer vacation some of the kinds of reading we as reading teachers ought to be doing during the summer were considered. Dr. Martha King, of The Ohio State University, shared with us some research in reading which would be challenging for us to read and one of our Columbus school librarians gave an exciting "book talk" about pleasurable books for adults.

The third stage of our in-service program was characterized by meetings planned by the supervisor in accordance with needs expressed by the teachers in face-to-face contacts, in group discussions, and through evaluation questionnaires. Teachers expressed needs in three major areas: (1) diagnosis and remediation techniques, (2) teaching reading in content subjects, and (3) understanding the disadvantaged child.

When the teachers returned in September of 1966, the first two weeks of school were spent in full-time in-service meetings. During the first week Mr. Kenneth Johnson, of the Los Angeles Public Schools, made a significant contribution to our understanding of the disadvantaged Negro child. Dr. Jerry Weiss, of Jersey City State College, and Dr. Harold Herber, of Syracuse University, focused our attention on the teaching of reading in content subjects, and Rabbi Folkman discussed techniques for helping classroom teachers since reading teachers had also expressed a need for guidance in human relations skills.

The entire second week was devoted to screening, selection, diagnosis, and remediation techniques, conducted by Dr. Huelsman. In addition, during the first two weeks of October, after the

teachers had completed their selection of students, Dr. Heulsman and the Project Supervisor met with the teachers in groups of three or four, for one and one-half hours, to discuss the diagnosis and planned remediation for the individual students selected.

One of our most profitable in-service ventures came near the beginning of November. In spite of the fact that no budgetary provisions for travel had been made, all thirty-nine teachers chose to visit, in small groups, a reading program in another city. Groups went, at their own expense and completely voluntarily, to one of six other cities and spent a day observing that city's program in action. Each group evaluated its' visit and made a report to the total group.

Another valuable aspect of this stage of our in-service program was the development of materials designed to teach reading skills in content areas, as a follow-up of our meeting with Dr. Herber. For our work with students to be most effective, we feel there must be follow-up in the classroom, and that classroom teachers should help the students apply the skills of reading to other content areas. Yet classroom teachers need help to be able to do this. For a reading teacher to simply state "Here I am, how can I help?" would be ineffective, and perhaps offensive. Rather, we chose to develop materials with which a reading teacher might in effect say "We've developed some materials which we feel may help you get your content area across to the poor readers. Are you interested in trying them out with me in your classes?"

While the use of these materials is not germain to the topic of this article, the development of them is, for one of the purposes of these procedures was to help the reading teachers themselves learn how to adapt and develop content materials.

Each teacher was assigned to a group according to the age level with whom he or she worked. A chapter in the most difficult textbook at grades four, five, six and seven was chosen. In each case it was the geography book. The high school reading teachers developed tenth grade semantics materials. Each teacher was to read the designated chapter and identify what he considered to be the most important concepts, skills, and vocabulary to be taught in that chapter.

Next the teachers met in small groups to resolve any differences about the concepts, skills, and vocabulary to be taught, and to study the samples of the kinds of materials which could be developed to facilitate their teaching. Between small group meetings the teachers worked as individuals developing idea guides, skills guides, and vocabulary guides on ditto masters. At the end of the January 6 meeting, each group made a presentation of its' materials to all of the reading teachers, so that each one has a complete set of all materials which had been developed.

Most of the teachers indicated this was a profitable, exciting, rewarding, yet exhausting experience. Nearly all of them have actually had a chance to try out the materials, and most say that the classroom teachers want more.

The fourth stage of our in-service development has just concluded. This stage was a result of the requests of the teachers

and of the degree of sophistication which they have attained. In this stage the teachers themselves assumed greater responsibility for presentation of the content of the meetings. To the informal sharing of ideas which has always been a part of our meetings was added the more formal aspects of study. Each teacher selected a topic in which he was interested and with which he attempted to become thoroughly familiar. He studied books on the topic and investigated promising methods and materials so that he could share with the total group. He also participated in a small group which developed instructional materials on the topic. These materials have now been published as, Successful Approaches to Remediation of Reading Difficulties.

Another venture, which we feel has promise was a case presentation of two boys by one of the reading teachers, after which Dr. Walter Barbe demonstrated specific methods of teaching the boys. In still another case presentation, Dr. Huelsman guided our probing and discussion. We feel that this method of in-service has definite possibilities.

At another meeting one of the reading teachers presented a paper, which she had submitted to a national magazine, and at still another meeting three teachers demonstrated particular methods in word attack skills which they have found to be successful.

It seems that this fourth stage of in-service can offer limitless possibilities as long as they continue to grow. The camaraderie and professionalism developed through these meetings is remarkable. We feel we have developed a program of worth, but we are by no means satisfied that it is complete, and we are always curiously excited and anticipating what comes next.

EVALUATION OF THE PROJECT

In May of 1966, near the end of the first semester of operation of the project, the teachers were given a process evaluation sheet with five open-ended questions. Their responses were tallied by the evaluation team and a facilitant-restraint questionnaire was developed and administered in October 1966.

This questionnaire contained sixty items which were to be rated according to the degree of influence exerted on the project. Each item was to be rated by each teacher as either:

1. a crucial factor facilitating the progress of the project
2. an important factor facilitating the progress of the project
3. a factor that neither facilitates nor restrains the progress of the project
4. an important factor restraining the progress of the project
5. a crucial factor restraining the progress of the project

We were very gratified by the overwhelming evidence of success indicated by the teachers' responses. Thirty of the sixty factors were rated by the elementary reading teachers as <u>crucial</u> factors facilitating the progress of the project, and an additional twenty-five were rated as <u>important</u> factors facilitating the progress of the project, for a total of fifty-five of sixty factors being identified as facilitating. Four factors were rated by the elementary teachers as neither facilitating or restraining, and only one factor, availability of school time for planning and preparation, was rated an important restraining

factor. No crucial restraining factors were identified.

The junior high teachers identified twenty-six crucial facilitating factors, only four fewer than the elementary teachers, but rated an additional thirty-two as important facilitating factors, for a total of fifty-eight of the sixty factors being rated as facilitating. The remaining two factors were classed as neither facilitating nor restraining. No factors were found to be restraining.

The high school teachers were basically positive, but less so than the other two groups. They identified eighteen crucial facilitating factors and an additional twenty important facilitating factors for a total of thirty-eight rated as facilitating, almost two-thirds of the sixty factors. Fifteen factors were neither facilitating nor restraining, and seven were identified as important restraining factors. These will be discussed at length later. No crucial restraining factors were identified.

The results of this questionnaire provide a wealth of material for study, comparison, and speculation. Although it is not within the realm of this publication to explore these at great length, certain findings must be shared here, and the reader is encouraged to peruse the entire summary of factors, which is in chart form and follows this discussion section.

Eleven factors were identified by all three groups of teachers as crucial factors facilitating the progress of the project. The most important of these was the "opportunity for teachers to explore new ideas and techniques." This factor was

rated as first by both the elementary and high school teachers, and third by the junior high teachers. It tends to support our contention that the teacher is the key to any program and he should be given a framework within which he exercises his own unique qualities and skills in providing services to children and teachers. The framework must be flexible but at the same time provide some minimum essentials to act as a base, or a springboard from which the teacher is free to be creative and explore new ideas, and is even free to fail occasionally.

The second most crucial factor for elementary and high school teachers was the "degree of cooperation among project personnel." This item also rated high for junior high teachers. The teachers' enthusiasm for the project was another crucial facilitating factor common to all three groups.

A cluster of four similar factors regarding pupil-teacher interaction were found by all groups to be crucial facilitants. They are:

1. Possibility for informal class atmosphere with small groups.
2. Opportunity to individualize instruction.
3. Low pupil-teacher ratio.
4. Possibility for greater student-teacher interaction.

Other crucial facilitating factors common to all groups were:

1. Degree of student motivation.
2. Novelty and variety of new material.
3. Lack of pressure to "cover" a given amount of material.
4. Availability of furniture.

Following is a chart showing the relative importance of each of the factors for each group of reading teachers. The reader may wish to peruse the other important facilitants.

While the responses to this questionnaire indicate that the project is successful, they also point out areas which need to be strengthened. For example, while neither the elementary, junior high, or high school teachers indicated that there were any <u>crucial</u> restraining factors, the high school teachers indicated that there were seven <u>important</u> restraining factors as follows:

1. departure from established schedule
2. degree of familiarity with new material
3. project procedures for grouping students
4. availability of school time for planning and preparation
5. amount of time to prepare instructional materials
6. the initial screening procedure for students
7. having the same staff meetings for both elementary and secondary teacher

The elementary teachers indicated that the only important factor restraining the progress of the project was the availability of school time for planning and preparation. The junior high teachers indicated there were no important restraining factors.

Since one of the objectives of the project is program development, it would be worthwhile to study the above-mentioned isolated factors, as they were identified in September, to see

how the teachers were involved in improving the program, and what further refinements remain.

Two of the seven factors relate to screening and grouping students. The procedures described earlier in this publication were developed to provide a more effective and efficient method of selecting students for instruction in the high school reading center than those which were in operation at the time of administration of the questionnaire. At the same time the new procedures offer relief for the reading teacher from the burden of massive testing, and clerical work.

Two of the factors relate or have implications for in-service work. The high school teachers feel that having the same staff meetings for both elementary and secondary teachers is an important restraining factor, however, the junior high teachers rate it high on the list of important facilitating factors.

It is perhaps a bias, but it is the belief of the Supervisor of this project, that an "elementary view" or understanding of the teaching of reading is essential at all grade levels. The principles of word analysis are the same for a high school senior as for a fourth grade child. The skilled teacher with that understanding must be able to take that common principle and apply it appropriately to the age, interests, and developmental level of the students whom he teaches. He must also be able to help students apply these basic skills in more sophisticated materials. A high school senior who is capable, but does not know letter sounds, must be

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taught letter sounds, and these sounds are the same for him as for the first grade child. Yet certainly, the approach and the materials used would be different for the two students. It is at this point that the high school reading teacher must be especially skillful. He must be able to translate these same basic, elementary learnings, into meaningful educational experiences for the high school student.

With this firm conviction that there must be a common understanding of the reading process, and with the additional conviction that total group meetings should help develop a sense of group unity and cohesiveness on the one hand, and with the feeling of the high school teachers on the other, it behooves the project administrator to attempt to provide a balance. This we have attempted to do by having total group meetings once a month and small group meetings, based on grade levels and/or teacher interests, once a month.

The second factor relating to in-service indicates that while the junior high teachers rate degree of familiarity with new material as a crucial facilitating factor, the high school teachers indicate that it is an important restraining factor. This indicates that in future small group in-service meetings, special attention should be given to the high school teachers by having consultants available to provide additional training in the use of available materials.

The writer inquired of the high school teachers regarding the meaning of the factor "departure from established schedule," and found that they did not understand what was meant, nor did

they at this time feel that it should be called a restraining factor. This item seems of little worth.

The last two important restraining factors for the high school teachers are also low on the list for elementary and junior high teachers, although the latter group did not indicate they were restraining factors. Both these factors involve the availability of adequate school time for planning, preparation, and development of instructional materials. This has been the hue and cry of classroom teachers for years and it is still unresolved.

Each reading teacher, as all other Columbus teachers, has a half-hour preparation period both before and after school. In addition all Columbus secondary teachers have an unassigned period during the day for planning.

Elementary reading teachers, unlike classroom teachers, are supposed to have an hour a day for professional reading and preparation, however, very few of them use this hour. Most of them schedule children all day and do not keep a period free.

At the secondary level, even though the teachers have a conference period with no students assigned, most of them have students asking to come in and work. So, while they do not have scheduled instruction for this period, it is not actually a preparation period.

This seems to be a problem because of the high-quality teachers in the program. A minimum opportunity is there for planning, but most teachers do not take it. They are so embued with the spirit of helping children achieve and feel better about

themselves, that they utilize practically every moment for children, and then, as good teachers have always done, they take "non-people" work home at night.

As stated earlier, this problem is unresolved, and, if the resolution of it depends upon utilizing lesser quality teachers, then we will keep the problem unresolved, for it is the earnest conviction of the administration that it is the teacher that makes the program. Meanwhile, we shall continue to search for ways to provide ample planning time in order to allow the excellent teachers to become more so.

SUMMARY OF FACTORS AFFECTING THE PROGRESS OF THE READING IMPROVEMENT PROJECT

ELEMENTARY Crucial Facilitating Factors	JUNIOR HIGH Crucial Facilitating Factors	SENIOR HIGH Crucial Facilitating Factors
1. Opportunity for teachers to explore new ideas and techniques.	1. Possibility for direct concentrated approach to reading problem.	1. Opportunity for teachers to explore new ideas and techniques.
2. Degree of cooperation among project personnel.	2. Opportunity to individualize instruction.	2. Degree of cooperation among project personnel.
3. Teachers' enthusiasm for the project.	3. Opportunity for teachers to explore new ideas and techniques.	3. Possibility for informal class atmosphere with small groups.
4. Possibility for informal class atmosphere with small groups.	4. Teachers' enthusiasm for the project.	4. Emotional support provided by the meeting.
5. Emotional support provided by the meetings.	5. Flexibility of the program.	5. Supervision provided by the project supervisor.
6. Flexibility of the program.	6. Degree of teacher motivation to learn.	6. Degree of student motivation.
7. Supervision provided by the project supervisor.	7. Pupil-teacher ratio.	7. Lack of pressure to cover a given amount of material.
8. General quality of in-service meetings.	8. Possibility for informal class atmosphere with small groups.	8. Project materials provided for students.
9. Contributions of speakers at the meetings.	9. Not giving grades to students.	9. Novelty and variety of new material.
10. Degree of teacher motivation to learn.	10. Degree of cooperation among project personnel.	10. Amount of available teaching materials.

11. Pupil-teacher ratio.	11. Adequacy of classroom space for reading instruction.	11. Teachers' enthusiasm for the project.
12. Not giving grades to students.	12. Novelty and variety of new material.	12. Availability of materials and supplies when needed.
13. Quality of organization and coordination of the program.	13. Lack of pressure to cover a given amount of material.	13. Availability of furniture.
14. Pertinence of topics covered during in-service meetings.	14. Possibility for greater student teacher interaction.	14. Facilities for storage of materials and equipment.
15. Degree of cooperation and assistance provided by building principal.	15. General quality of in-service meetings.	15. Storage and handling of materials.
16. Degree of acceptance of the reading project by the regular classroom teacher.	16. Contributions of speakers at the meetings.	16. Pupil-teacher ratio.
17. Amount of administrative personnel.	17. Pertinence of topics covered during in-service meetings.	17. Possibility for greater student-teacher interaction.
18. Degree of cooperation between reading teacher and regular classroom teacher.	18. Degree of student motivation.	18. Opportunity to individualize instruction.
		<u>Important Facilitating Factors</u>
19. Amount of time devoted to discussing mutual concerns during in-service meetings.	19. Degree of acceptance of the reading project by the building principal.	19. Adequacy of in-service training in diagnosing reading difficulty.
20. Degree of student motivation.	20. Degree of cooperation between reading teacher and regular classroom teacher.	20. Extent of disturbance during conduct of class.

21. Lack of pressure to cover a given amount of material.	21. Amount of administrative personnel.	21. Possibility for direct concentrated approach to reading problem.
22. Possibility for greater student-teacher interaction.	22. Degree of cooperation between reading teacher and regular classroom teacher.	22. Degree of cooperation between reading teacher and regular classroom teacher.
23. Degree of acceptance of the reading project by the building principal.	23. Quality of organization and coordination of the program.	23. Adequacy of classroom space for reading instruction.
24. Project materials provided for students.	24. Degree of familiarity with new material.	24. Degree of acceptance of project teachers by regular school staff.
25. Opportunity to individualize instruction.	25. Availability of furniture.	25. Quality of supervision provided by building principal.
26. Availability of materials and supplies when needed.	26. Quality of supervision provided by building principal.	26. Flexibility of the program.
	<u>Important Facilitating Factors</u>	
27. Adequacy of classroom space for reading instruction.	27. Amount of communication between reading teacher and regular teacher.	27. Amount of communication between reading teacher and regular teacher.
28. Degree of acceptance of project teachers by regular school staff.	28. Project materials provided for students.	28. Degree of teacher motivation to learn.
29. Novelty and variety of new material.	29. Degree of role definition for the reading teacher.	29. Amount of time devoted to discussing mutual concerns during in-service meetings.

30. Availability of furniture.	30. Number of meetings for project teachers.	30. General quality of in-service meetings.
Important Facilitating Factors		
31. Freedom of scheduling students for participation in the program.	31. Emotional support provided by the meetings.	31. Contributions of speakers at the meetings.
32. Adequacy of in-service training in remedial teaching.	32. Degree of cooperation and coordination of reading project with special projects.	32. Adequacy of in-service training in remedial teaching.
33. Possibility for direct concentrated approach to reading problem.	33. Degree of acceptance of the reading project by the regular classroom teachers.	33. Possibility for developmental emphasis in the project.
34. Quality of supervision provided by building principal.	34. Having the same staff meetings for both elementary and secondary teachers.	34. Not giving grades to students.
35. Effect of the school's atmosphere on professional growth.	35. Adequacy of in-service training in diagnosing reading difficulty.	35. Quality of organization and coordination of the program.
36. Facilities for storage of materials and equipment.	36. Project procedures for grouping students.	36. Degree of cooperation and assistance provided by building principal.
37. Amount of available teaching materials.	37. Effect of the school's atmosphere on professional growth.	37. Degree of acceptance of the reading project by the regular classroom teachers.
38. Project procedures for grouping students.	38. Storage and handling of materials.	38. Presence of systematic project evaluation.

		Factors neither facilitating nor blocking the project
39. Degree of role definition for the reading teacher.	39. Facilities for storage of materials and equipment.	39. Amount of administrative personnel.
40. Degree of familiarity with new material.	40. Possibility for developmental emphasis in the project.	40. Pertinence of topics covered during in-service meetings.
41. Remedial emphasis of the project.	41. Amount of available teaching materials.	41. Degree of acceptance of the reading project by the building principal.
42. Readiness of school personnel for program participation.	42. Degree of acceptance of project teachers by regular school staff.	42. Freedom of scheduling students for participation in the program.
43. Number of meetings for project teachers.	43. Freedom of scheduling students for participation in the program.	43. Effect of the school's atmosphere on professional growth.
44. Adequacy of classroom teachers' understanding of the role of the reading teacher.	44. Suitability of available instructional materials to grade level of class.	44. Degree of cooperation and coordination of reading project with other special projects.
45. Amount of communication between reading teacher and regular teacher.	45. Remedial emphasis of the project.	45. Overlap of activity with that of regular teacher.
46. Storage and handling of materials.	46. Supervision provided by the project supervisor.	46. Involvement in lunch and playground duty.
47. Degree of cooperation and coordination of reading project with other special projects.	47. Amount of time devoted to discussing mutual concerns during in-service meetings.	47. Remedial emphasis of the project.

48. Adequacy of in-service training in diagnosing reading difficulty.	48. Adequacy of in-service training in remedial teaching.	48. Degree of role definition for the reading teacher.
49. Having the same staff meetings for both elementary and secondary teachers.	49. Adequacy of classroom teachers' understanding of the role of the reading teacher.	49. Adequacy of classroom teachers' understanding of the role of the reading teacher.
50. Presence of systematic project evaluation.	50. The initial screening procedure for students.	50. Number of meetings for project teachers.
51. Possibility for developmental emphasis in the project.	51. Departure from established schedule.	51. Suitability of available instructional materials to grade level of class.
52. The initial screening procedure for students.	52. Readiness of school personnel for program participation.	52. Readiness of school personnel for program participation.
53. Extent of disturbance during conduct of class.	53. Overlap of activity with that of regular teacher.	53. Time of week in-service meetings scheduled.
		Major restraining factors blocking Project Progress
54. Time of week in-service meetings scheduled.	54. Extent of disturbance during conduct of class.	54. Having the same staff meetings for both elementary and secondary teachers.
55. Departure from established schedule.	55. Time of week in-service meetings scheduled.	55. The initial screening procedure for students.
Factors neither facilitating nor blocking the project		
56. Overlap of activity with that of regular teacher.	56. Availability of materials and supplies when needed.	56. Amount of time to prepare instructive materials.

57. Involvement in lunch and playground duty.	57. Presence of systematic project evaluation.	57. Availability of school time for planning and preparation.
58. Suitability of available instructional material to grade level of class.	58. Availability of school time for planning and preparation.	58. Project procedures for grouping students.

Factors neither facilitating nor blocking the project

59. Amount of time to prepare instructive materials.	59. Amount of time to prepare instructive materials.	59. Degree of familiarity with new material.

Major restraining factor blocking Project Progress

60. Availability of school time for planning and preparation.	60. Involvement in lunch and playground duty.	60. Departure from established schedule.

A complete detailed analysis of the test statistics is not available at this time, however, the following chart should give an indication of the degree of success of the program during the first year of operation, the 1966-67 school year.

I. Initial Screening Information

A. Number of public school students pre-tested in September at each level.

4th - information not available
5th - 2014
6th - 1907
7th - 2390
10th - 1822
TOTAL - 8133

B. Number of students 1 year or more below their potential and therefore eligible for instruction in the Reading Improvement Project.

4th - information not available
5th & 6th - 2357
7th - 774
10th - 776
TOTAL - 3907

C. Percent of students eligible at each grade level, by virtue of being 1 or more years below their potential.

4th - information not available
5th & 6th - 60%
7th - 34%
10th - 43%

II. Post-test results

A. Number of students post-tested

	December 31	March 31	May 26	1966-67 Totals
Elementary	805	929	1002	2736
Junior	305	543	483	1331
Senior	80	75	111	266
Parochial		47		47
Total	1190	1594	1596	4380

B. Average gain in achievement

	December 31	March 31	May 26
Elementary	6 mos.	8 mos.	9 mos.
Junior	6 mos.	1 yr.	1 yr.1 mo.
Senior	1 yr.	9½ mos.	1 yr.
Parochial		1 yr.3 mos.	

C. Median gain

	December 31	March 31	May 26
Elementary	6 mos.	9 mos.	1 yr.
Junior	6 mos.	9 mos.	1 yr.2 mos.
Senior	9 mos.	1 yr.3 mos.	9 mos.
Parochial			

D. Greatest individual student gain

	December 31	March 31	May 26
Elementary	3 yrs.5 mos.	2 yrs.9 mos.	3.8
Junior	4 yrs.	4 yrs.	5.8
Senior	4 yrs.4 mos.	4 yrs.7 mos.	4.8
Parochial		2 yrs.6 mos.	

E. Number of schools with average gain of 1.0+

	December 31	March 31	May 26
Elementary	2	10	18
Junior	2	5	9
Senior	1	5	1
Parochial			

FOOTNOTES

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